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ABSTRACT

The Career Guidance Institute, an inservice education activity for educators in South Portland public schools, was designed to create a climate of sharing, action, and communication among educators, students, and businessmen. The format of the inservice programs included visitations to industry or businesses representing 1 of 10 selected career clusters (as identified by the U.S. Office of Education), and a workshop session following each visitation. Evaluation of the program included feedback from the participants, a pre-post test, an informal discussion of the strengths and weaknesses by participants, businessmen, and staff, and an informal appraisal by the staff. Evaluation results show positive achievement and reception of the program. The appendixes include information desired from employers, business-industry tours information guide, pre-post text questionnaire, feedback information sheets, outline of group presentation, and a listing of educational needs identified through the workshop. (TM)

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FINAL REPORT

OF THE

CAREER GUIDANCE INSTITUTE

June 1, 1974

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HISTORICAL BACKGROUND

During the winter and spring of 1974, South Portland Public Schools and the Greater Portland Chamber of Commerce collaborated in the operation of a Career Guidance Institute under the sponsorship of The National Alliance of Businessmen and the United States Department of Labor. The purpose of the Institute was to create an interface between parents, educators, students and businessmen. Of major concern was the extent of career opportunities in the Greater Portland area for non-college bound and disadvantaged students and career ladder potential for those gaining employment.

The Institute was conceived as an inservice education activity for educators in the South Portland Public Schools and was designed to enhance their career education program.

Institute objectives and operational design were developed by the Director and a Career Education Advisory Committee.

Dr. Arthur Berry, Director of Vocational-Technical Education, University of Maine at Portland-Gorham, was designated as Workshop Coordinator to work with Frederick E. Freise, Assistant Director of REVAMP and John A. Culloton, NAB Metro Director of the Greater Portland Chamber of Commerce.

INSTITUTE GOALS AND OBJECTIVES

1. To orient educators, businessmen and community leaders toward establishing an improved bond of communication.
2. To inform educators of the needs of local business and industry so that they can better cooperate with the whole community to improve the economy of the area.
3. To increase awareness of both educators and employers of opportunities and problems encountered by each in order to foster improved career possibilities for all students, including those attending schools in the areas of the economically depressed.
4. To develop expansion of communication between employers and guidance counselors and to schedule tours of various businesses to determine the nature of available career opportunities.
5. To expand awareness and participation of classroom teachers in career counseling.
6. To encourage appropriate adjustments in the curriculum and guidance programs and indoctrinate as many teacher participants as possible in the career education concept.
7. To establish a working relationship between educators and employers.
8. To provide a working model to be shared with and for the benefit of other cities in Maine.
9. To compile a speakers list from various businesses of people who will be available to speak to our students about careers with their companies.

OVERVIEW OF THE INSTITUTE

The Career Guidance Institute was structured around an industry-business visitation followed by a workshop session. Tour-visitation sessions were conducted on Tuesdays with follow-up workshop sessions on Thursdays.

In order to provide relevance to the Career Education program, ten career clusters, as identified by the United States Office of Education, were selected and companies within these clusters in the Greater Portland area were contacted regarding the Institute and their willingness to become involved. Those indicating a willingness to participate were visited by the Project Director and the Workshop Coordinator.

During this visitation, each industry was given a list (Appendix A) of information desired from the company.

This resource material was to be compiled and placed in the career resource centers of the South Portland Public Schools for use by teachers, counselors and students. In addition, the tour-visitation was planned in detail. A "business-industry tour" (Appendix B) information guide was supplied each cooperating business in order to assure that the visitation would be structured and appropriate to institute objectives.

The format of each tour-visitation was as follows: A 15 minute briefing, a 45 minute tour, and a 60 minute discussion period.

Workshop sessions were held each Thursday and followed up each tour-visitation. As indicated in the objectives,

one of the purposes of the Institute was to establish a model for other communities to use; therefore, a feedback mechanism (Appendix D) was designed and provided the Director and Coordinator with a basis for restructuring sessions to make them more relevant.

Each tour-visitation, as well as workshop session, was taped. These taped notes were typed, edited and published by the Institute. The publication, "Career Opportunities in Greater Portland, Maine -- Visitation Notes and Info" was distributed to all Institute participants as well as guidance counselors and other interested parties in the Greater Portland area.

Because one Institute objective was concerned with education and its relevance to the world of work, participants were asked at the tenth workshop the following question:

> "Based on your tours and worksessions, list those areas or facts that need emphasis or change in education if we are to better prepare youth for job entry."

Their responses were added to those identified from the tapes (Appendix F) and presented to the participants at the final workshop session. At this session, small groups reacted to the composite listing and made specific recommendations for the South Portland Public School System.

The program, on a week by week basis, was as follows:

<u>January 10</u>

a. Orientation to project
b. Goals of Institute
c. Pre-test
d. Orientation to Career Ed
e. Overview of tour - New England Tel and Tel Company

January 17

a. Review of visitation to New England Tel and Tel Company
   1. Film on Careers in Company
   2. Discussion against tour guide Sheet
   3. Distribution of occupational lists
b. Overview of tour - Guy Gannett Publishing Company
   Group A - Newspaper
   Group B - Radio/TV
c. Feedback

January 24

a. Film: "I'm Not Proud Anymore"
b. Review of visitations
   Group A - Presentation
   Newspaper
   Group B - Presentation
   TV/Radio
c. Review resource packets
d. Overview of tour - Maine Medical Center
e. Feedback

January 31

a. Career Ed materials from Maine
b. Question and answer period with Alice Sharp and Charles Huff of the Maine Medical Center.
c. Brainstorm
   1. Major employment areas
   2. Listing of entry level jobs
   3. Opportunities for in-service training
   4. Jobs which require training beyond high school
   5. Handicapped and disadvantaged employees
d. Review resource packet
e. Overview of tour - City Halls (government)
   Group A - South Portland
   Group B - Portland
f. Feedback

February 7

a. Review of visitations
   Group A - Presentation
   South Portland
   Group B - Presentation
   Portland
b. Review resource packets
c. Overview of tour - Union Mutual
d. Review feedback information from previous sessions
e. Feedback

February 14

a. Question and answer period with Union Mutual employees - Phyllis Keniston, George Smith, Nancy Harris, Hazel McLellan, Irene Heatley, Brian Davis, and Gail Duffy
b. Review: "Where We Are"
c. Brainstorm
   List of potential jobs and educational needs
d. Overview of tours - Casco Bank and Maine Savings Bank
e. Feedback

February 28

a. Question and answer period with Ken Reed of Casco Bank
b. Group presentation - Maine Savings Bank
c. Review resource packets
d. Overview of tour - General Electric Company
e. Review feedback of previous sessions
f. Feedback

March 7

a. Question and answer period with John Polito of General Electric Company
b. Review of Fairchild visitation
c. Review resource packets
d. Review of educational taxonomies
   Cognitive
   Psychomotor
   Affective
e. Presentation of OSHA
   Requirements and implications
f. Student reactions to institute involvement
g. Overview of tour
   Group A - Maine Central Railroad
   Group B - St. Johnsbury Trucking Company
h. Feedback

March 14

a. Question and answer period with Lee Webber and Don Young of St. Johnsbury Trucking
b. Presentation of Maine Central Railroad tour
c. Review of a personal interview by Marie Mountain, student
d. Review of resource packets
e. Presentation - research report #0/73-1, "Influences on Career Development of Elementary School Children"
f. Introduction to "Maine Buyers Guide" and "Census of Manufacturers"
g. Overview of tour
   Group A - Jordan Marsh
   Group B - Hannaford Brothers
h. Feedback

March 21

a. Question and answer period with David Dillman and Sue Sullivan of Hannaford Brothers Company
b. Group reaction to Jordan Marsh visitation
c. Review of resource packets
d. Presentation of S.O.S.
   Student Option Sources available to school drop-outs, disadvantaged, etc.
e. Development of list of educational needs as seen by participants
f. Feedback

March 28

a. Question and answer period with William Warren of the Southern Maine Vocational Technical Institute and Dr. Arthur Berry of the University of Maine at Portland-Gorham
b. Discussion of educational opportunities for the employed individual
c. Overview of tour - W. H. Cunningham Construction Company
d. Feedback

April 4

a. Review of construction visitation and occupational opportunities
b. Develop list of construction trades
c. Group discussions and development of recommendation
d. Post-test
e. Discussion of low income and disadvantaged -- relate to tour of Westbrook Housing Authority construction site
f. Overview of tour - disadvantaged neighborhoods and Portland Police services
g. Feedback
   Stress institute relationships to career education
   Recommendations for another institute

EVALUATION OF THE CAREER GUIDANCE INSTITUTE

From the outset, it was planned to evaluate the Institute in a variety of ways. These included:

1. Administration of a Pre-Test and a Post-Test (Appendix C) to all participants and to analyze the results.
2. Utilization of a feedback device (Appendix D) to ascertain relevance of worksessions and achievement of institute goals.
3. An informal discussion of the strengths and weaknesses of the Career Guidance Institute by participants, business representatives, and staff at the last worksession.
4. Informal appraisal by the project staff. Some highlights of the appraisal are:

PRE-TEST AND POST-TEST:

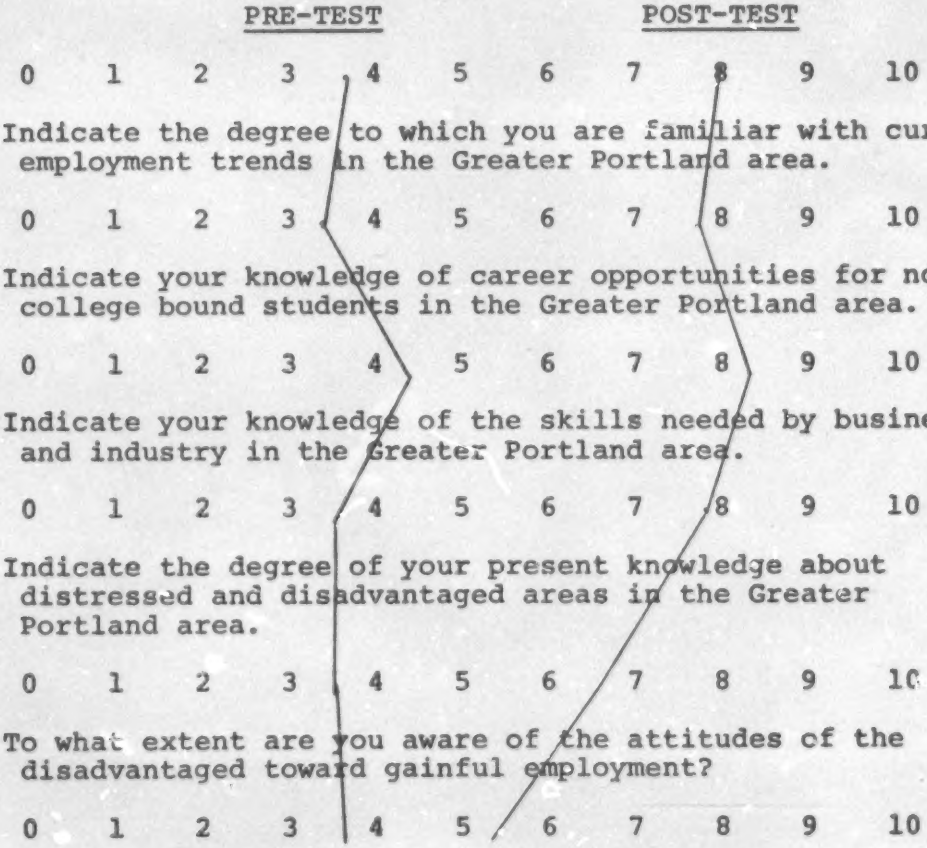
The Pre-Test and Post-Test were designed to determine achievement of Institute objectives. Responses on a 0-10 rating scale were not designed to be used for statistical comparisons but to serve as indications of general change in attitude, knowledge and understandings. The results, as shown on the "Pre-Test - Post-Test Profile" reveal a positive growth on all 19 assessment items.

PRE-POST TEST PROFILE
Pre-Post Test Questionnaire

This institute is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators, businessmen, and the community. Listed below are questions related to areas which will be discussed during the activities of the institute. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?



2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

5. Indicate the degree of your present knowledge about distressed and disadvantaged areas in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

6. To what extent are you aware of the attitudes of the disadvantaged toward gainful employment?

0 1 2 3 4 5 6 7 8 9 10

PRE-TEST POST-TEST

7. To what extent are you aware of the attitude of employers toward employment of the disadvantaged?

0 1 2 3 4 5 6 7 8 9 10

8. To what extent is the community attuned to the needs of non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

9. To what extent is the administration of your school system attuned to the needs of the non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree to which you understand the educator's role in working with non-college bound youth.

0 1 2 3 4 5 6 7 8 9 10

11. To what extent are the teachers in your school system committed to providing relevant education for non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

12. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

13. Indicate the degree of your present understanding of Career Education or the Career Education Concept.

0 1 2 3 4 5 6 7 8 9 10

14. Indicate the degree to which you are familiar with the dictionary of occupational titles and Career Clusters.

0 1 2 3 4 5 6 7 8 9 10

15. Indicate to what extent has Career Education been introduced to the secondary classes in your school system.

0 1 2 3 4 5 6 7 8 9 10

16. Indicate to what extent you are familiar with Career Education programs available in the schools of Greater Portland.

0 1 2 3 4 5 6 7 8 9 10

PRE-TEST POST-TEST

17. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

0 1 2 3 4 5 6 7 8 9 10

18. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

19. Indicate the degree of your positive feelings about completing this questionnaire.

0 1 2 3 4 5 6 7 8 9 10

FEEDBACK EVALUATIONS:

Feedback Evaluations (Appendix D) were designed for each worksession and used to determine understanding of material presented and to solicit comments regarding the worksession, how to improve it, and what the participants gained from the session. In all 12 worksessions, participant reaction to content and instructional techniques was indicated by agreement to strong agreement on each item asked.

The comments regarding improvement of tours and worksessions were taken into consideration by the project staff and when feasible and consistent with Institute goals, were implemented.

Major items mentioned were:

More time for questions
Utilization of small groups
More contact with employees
Refreshments at worksessions
Bring company representative to worksessions
More student participation
Focusing tours on entry level jobs
Discussion relating to attitude development
Relate tours to resource packets
More emphasis on job opportunities, advancement, etc.

A second aspect of feedback was concerned with: What Specific New Knowledges Did You Gain From Your Tour and Worksession? A sampling of responses was:

Procured applications for teachers interested in possible instruction of completing applications.

Tour was great. I got offer of some old switches to use in Elementary Science. Also contact person for our school system.

The point of "discipline" being necessary in order to produce at the company rate.

Workshop revealed Wisconsin materials we can try to get for math teachers.

We have set up student and teacher field trips and visitation to the school by telephone company personnel.

Am to meet with Ms. MacDonald next week. Saw a need for a greater emphasis in oral English training in school.

Help to you - relating to you educationally. I work with many girls who are not college bound. It gave me a better idea of jobs that might be available to them, and the requirements. As a former employee of a telephone company in Maine, I saw tremendous changes! Ugh!

This tour of N.E. Tel. benefited me, as I thought it would, in giving me a good deal of useful information to be placed in my Career Resources Center. Also, it gave me a better insight into Public Service Careers which will help me in helping students choose their careers.

Good source of resource or educational material.

Have not had opportunity to learn of math requirements to enhance relevance of teaching my math students. Information gained worthwhile.

Employment opportunities are very depressing in the radio, TV, paper for high school students.

Multitude of jobs and training possibilities within a large hospital.

I know far more ways and jobs to direct the students toward for future work.

Tour clarified some of the positions available within departments.

Overall view of educational needs and salaries of hospital personnel.

I gained knowledge of the intricasies of the hospital and its complex matters. I also learned how much training one needs or doesn't need.

Specific and variety of occupations, job entry requirements, effective development of student towards himself and endeavors; post-secondary schooling still required in most jobs.

Great tour/great session. The fact that the hospital was like a city and they hire all types of employees that do not pertain directly to nursing.

Awareness of the large spectrum of jobs available in the health field and preparation necessary for them.

The large turnover of job at some levels of employment.

Lots of good background information.

What the job opportunities are concerning municipalities in general.
Good discussion of the need for both responsibility and the ability to work with others.

Job selection in city - promotion system - main complaints are the same as business and industry.

I gained a better understanding of the firefighters' jobs and respect for their training. Specifically, I gained a great deal of understanding of the needs of schools to educate for attitudes, responsibility, etc.

Insight into the actual internal organization of municipal governments.

Quite an intimate knowledge of the operation of personnel.

The tour gave reinforcement to a growing feeling that schools need to do work in the area of attitudes. We, as teachers, must meet the failures of parents in teaching proper attitudes toward work, specifically meeting responsibilities, working under pressure, and PRIDE in workmanship.

The dedicated, dependable person with a high school diploma can work his way up in a company and obtain top salaries.

As a parent, I found it very eye opening regarding the work ethics in young people. We as parents see our children as always little and forget that they grow and will someday be on their own and working. They should be explored more.

Knowledge of entry level jobs and promotional system.

Service available to elementary schools.

Once more, math needs are very limited because of so much automation.

Importance of "personality" and ability to meet public in banking.

Was surprised by number of opportunities available for high school grad and promotion ladder.

Bookkeeping not required, but heavy typing and dictaphone training desirable.

Manufacturing jobs are available and pay well.

A greater understanding of the GE plant, its products, and its employees. High rate of pay available to a high school graduate who is willing to work and can pass a physical exam.

Never knew such a large impressive company as GE existed in South Portland, although there are probably more I don't know about.

Opportunities at GE - pay and benefits are excellent. Willingness of company to keep work force. The people at GE, including management, seem to enjoy their work.

Great insight into shop-type heavy industry.

Was unaware previously that such large components were manufactured in So. Portland. The "crafts-manship" standards were emphasized. Company employee relations seem very good.

Union functions and its strengths.

. . . opportunities very, very limited. High rate of pay earned by employees of train and trucking

industries. Also, their dislike toward unions; although verbally unexpressed.

Reasons for higher wages in different industries, especially as relates to varied clerical salaries.

Methods of operation - trucking industry - problems involved - manpower managing - company history of growth.

Became more aware of jobs and especially the high wages in the trucking and railroad field. Also, I observed the power of the Teamster's Union which is far greater than N.E.A. or M.T.A.

The new career of food marketing manager and its potential for career for a young person.

OSHA. I've learned more about its control in this session than any other time.

I had previously underestimated the importance of superficial personality traits and appearance in the merchandising areas.

Distribution of merchandise by computer. The workings of a large warehouse. The workings of a large food chain. How advertisements are determined and set up. The philosophy of setting up a supermarket.

The importance of knowing how to fill out an application quickly and efficiently. (This can be the factor that determines who is hired.)

Requirements to enter school different than I thought. Required guidance and counseling service is a must all the way up.

Wide variety of day and night classes offered at SMVTI. Admission requirements vary according to program. There are courses for dropouts from high school, reading problem.

What jobs were open in construction, the pay involved, the union involvement, OSEO part in the trade and the skills that were needed to get into the field.

What is available to the non-college bound student. How to direct them to find these jobs. First-hand knowledge as to career advancements. Where the actual companies are situated in the city.

Especially the effect of unions on the building trades, good salaries in construction though some travel involved. They also hire anyone who wants a job, but only best are kept throughout.

A third aspect of feedback provided for General Comments on each tour or worksession. A sampling of responses was:

You're coming across beautifully.

Both sessions gave us plenty of opportunity to really get to the meat of the subjects.

Great! More enthusiasm generated by this tour and discussion. Perhaps this was due to the many correlations of MMC and our high school.

Liked the discussion about generation gap - received info about free maps from Portland to use in classroom - enjoyed listening to group and report.

It was extremely informative. I gained a better knowledge of what the responsibilities of firemen and policemen were.

Education should swing toward the "good old days" of work, pressure, goods, and discipline.

I feel today's comments and what was brought out should be printed out for us to share with our teachers.

This course is really a revelation! We really need to take stock of what we are doing.

If more than one person comes from the company, small discussion group would be more beneficial.

The idea of having management present for further questions is excellent. Perhaps more participation from student enrollees and parents in discussions would get away from just the voice of educators and business representatives.

Could we hold the meetings in some of our training areas in high school so the personnel people can see what we have?

As a parent, I am more interested in just how the guidance teachers work at the Junior High and

Senior level. The student population is so large, how do they handle such a large number?

It was one of the most interesting thus far. They certainly gave you the feeling that all their people were important and everyone was appreciated for what he or she did. They seemed to have a definite interest in their employees.

GE gave an outstanding tour with a good orientation. The advantage of a good personnel man was obvious.

We should make students and parents aware of opportunities in this area of blue collar jobs.

Tours have been most interesting and enlightening.

Well organized tour and discussion.

Good student involvement and participation. I hope it's because of concerned involvement and not because of like for trains.

I am increasingly aware of the lack of employment opportunities for the handicapped person, and I don't mean an individual with seizures - with medication, these can most usually be controlled. This is not a visible handicap, but is one often cited as the type of handicap employed.

The de-emphasis of facility tour was appropriate and the extensive question-answer period with Mr. Ivey most appropriate.

Rather than always just discuss Tuesday's visits, we might talk somewhat about the general work values based on previous visits, tying the many jobs together.

Teachers need to be aware of the example they are setting to our students. Students were upset that teachers helped themselves to fruit.

EVALUATION BY DISCUSSION

Feedback provided the Institute staff with continuous input from participants. In addition, an opportunity was provided for specific recommendations concerning the strengths and weaknesses of the Career Guidance Institute. Participants were asked to react to the following question:

"If another Career Guidance Institute were to be held, what changes, or recommendations, would you make to planners, directors or coordinators?"

Major recommendations were:

1. More parent and student involvement. Teachers talk to teachers too much.
2. Visitations should include more small businesses or those who employ fewer people. Are their needs and requirements different?
3. Employment in federal and government positions should be investigated.
4. Restructure schedule. Two afternoons per week too demanding. Consider fewer, but expanded, work-sessions.
5. Combine tour visitations and worksessions.
6. Expansion of group activity within work and tour-visitation sessions.

APPRAISAL BY THE PROJECT STAFF

The Institute staff was involved in all worksessions and tour-visitations. In doing so, the staff had an opportunity to evaluate the program at every step. Some of the staff's observations are:

1. Although participants had diverse backgrounds, they warmed up quickly to the thrust and impact of the Institute.
2. Once introduced to the business scene and into communications with the business community, enthusiasm for the project grew markedly among the majority of participants.
3. Tour-visitations proved to be of considerable educational value to the staff as well as to the participants.
4. Interest and enthusiasm of the business community in the goals of the C.G.I. has been heartening. This was demonstrated by their warm and courteous reception to participants on the occasion of their visits and by their willingness to participate in the worksessions.
5. It became apparent to the Institute staff that involvement of business participants in all tour-visitation and worksessions was an unrealistic request; therefore, their utilization was as resource persons at both the visitation and workshop session which related to their company.

6. Consideration should be given to restructuring another institute. Grouping a series of tours by a major classification followed by a single work-session would appear to be a feasible structure. Another alternative would be tours by small groups reporting to all participants at monthly work-sessions.

CONTRIBUTIONS AND RECOMMENDATIONS

The Career Guidance Institute was conceived as an in-service education activity for educators in the South Portland Public Schools and was designed to enhance their Career Education program. At the final work session, each participant was asked to respond to the following question:

"State your views as to how the Career Guidance Institute has contributed to the South Portland Career Education Program."

Their response was:

It has given a greater understanding and insight into the world of work and some basic requirements they would like to have from applicants.

I feel we helped more than any group will ever be able to contribute.

It has helped in restructuring the curriculum at the high school. This year, only Math was covered, but in the future, English and Social Studies will be helped. We may now structure the curriculum to fit the needs of the industries in the South Portland area and therefore make a student's education more relevant.

I think it has made some teachers think of relevancy and accountability. A realization that many students do survive without taking college courses and reading Shakespeare.

As a college bound student, in some ways, I felt it was irrelevant, but it was, on the whole, a good introduction to the "business world" and I feel it was very worthwhile to hear what employers have to say.

It has made the teachers more aware of just what is available for youngsters today in the job market, in what is expected of them, etc. Therefore, they are taking steps in preparing students for the work world.

The C.G.I. has given the career ed curriculum coordinators contacts in the business world. I have become much more aware of the World of Work and hope I will be able to relate some of my knowledge to my math students.

I thought the tours were excellent. Because of the information heard and received from the people involved, I have been able to take back and use in our group guidance classes.

Made many aware of the many changes that need to take place in the classroom - relate subject to the field of work.

As a counselor involved in Career Ed in my school, I feel more knowledgable in guiding my pupils into taking courses related to their future careers.

Received excellent background in order to better help students in career planning. Also gained valuable input to aid in curriculum reconstruction; especially for the general student.

Coordinators can disseminate career information to <u>all</u> teachers.

Obviously, before you try to channel kids into career clusters, you must know the potential in that area. Similarly, you can't orient curriculum to career ed unless you have a thorough understanding of careers.

It has educated teachers and students to the work situation in So. Portland and area.

Our teachers have been more accountable. Our courses have been more accountable. We have gained more insight into future plans and courses. The students have been made much more aware of job requirements and availability.

Provided some materials for classes. Provided realistic ideas about employment opportunities (very slim). Participants were exposed to crying need for career and self-dignity awareness for students.

I have a greater knowledge of the realities in the World of Work which will enable me to communicate with some "facts" to students.

A greater knowledge of what is going on in Greater Portland business and industry.

The C.G.I. has contributed to Career Ed in that persons like myself as a Career Librarian will be better qualified to help students in developing their career interests.

All of the many varied job opportunities have been of tremendous value.

I can tell students what employers are saying. I have contacts to develop experiences for students in World of Work.

One of the students involved in the program has had personal interview she would not have otherwise received from two very good companies. Guidance teachers should have an easier time finding jobs for the students.

There has been a change in the math curriculum, both change in courses and workshops set up to improve existing courses to make them more relevant and career oriented. These have been positive steps as well as career orientation for 8th graders at Memorial and 9th graders.

Knowledge and feeling for business and its operation. Job opportunities available locally and nationally. Opportunity for parents, students and teachers to understand one another. Areas that the project should concentrate on another year.

The C.G.I. has been an outstanding experience. It has given me an opportunity to get into the community and see the problems faced by employees and potential employees. These experiences have carried over into the classroom by increasing awareness of needs of the students facing employment, and by redesigning my own curriculum to reflect these needs - relating daily classroom work to the general career requirements. Certain threads seem to be running through all of our tours - basic needs that should be met by our educational system.

Made for good contacts between school - parents - students - business. Felt that participants will spread enthusiasm to friends.

In addition to its contribution to the Career Education program, specific implications for education were identified (Appendix F) and a summary of recommendations made for consideration of the South Portland School Department.

They are:

1. Creation of a course for secondary students that would be similar to the CGI. Involvement of students in industry tour-visitations.

2. Development of human relation skills in individual or group courses or activities.
3. Consideration to activities or a course in the "Tools of Living" common sense, decision-making, consumer activities and requirements.
4. Greater emphasis in all course and school activities on attitudinal development.
5. Make school activities relevant to the World of Work.
6. Make greater use of business-industry resources and personnel in educational activities.

GENERAL CONCLUSIONS

Institute goals and objectives were met in the following ways:

1. Tour-visitations provided an interface of the business and educational communities.
2. The Pre-Post Test indicated growth in attitudes, knowledges and understandings.
3. A publication, "Career Opportunities in Greater Portland, Maine - Visitation Notes and Info" was developed for use by teachers, counselors, and students.
4. Resource packets were created and filed in the Career Resource Centers of the South Portland Public Schools for teacher, counselor and student use.
5. A list of business-industry resource personnel was developed.
6. Participant awareness of local business-industry and its implications for the career education program were identified.
7. Educational needs were identified and recommendations made to the South Portland Public School system.
8. A model for operation of a CGI was established and through a feedback mechanism, refined. It is recommended for use in other communities within the State of Maine and is currently being considered by Portland, Saco, and Biddeford.

INSTITUTE WORKSHOP PARTICIPANTS

Ronald Adams, Guidance Counselor, Mahoney Junior High School, South Portland

Gloria Nan Adler, German Teacher, South Portland High School, South Portland

Leland Akerley, Assistant Principal, South Portland High School, South Portland

Jo D. Archer, English Teacher, South Portland High School, South Portland

Diane Boissonneault, Administrative Supervisor, Affirmative Action, New England Telephone and Telegraph Company, Portland

Hilda M. Bridges, Parent, South Portland

Robert E. Burbank, Industrial Arts Teacher, South Portland High School, South Portland

Terence W. Christy, Administrator, Memorial Junior High School, South Portland

John Culloton, Metro Director NAB, National Alliance of Businessmen, Portland

Vicky Curry, Student, South Portland High School, South Portland

Thomas L. Curtis, Advisory Committee - Career Guidance Advisory Council, Cape Elizabeth

Mary Darby, Parent, South Portland

Peter H. Debevoise, Chemistry Teacher, South Portland High School, South Portland

Joseph DeCourcey, Dean of Students, Southern Maine Vocational Technical Institute, South Portland

David D. Dillman, Director of Personnel, Hannaford Brothers Company, South Portland

Richard W. Down, Jr., Math Teacher, South Portland High School, South Portland

Anita Dube, Career Resource Librarian, Memorial Junior High Schools, South Portland

Ralph W. Egers, Jr., Acting Principal, Memorial Junior High School, South Portland

John P. Flynn, Guidance Counselor, South Portland High School, South Portland

Robert G. Hasson, Math Teacher, Memorial Junior High School, South Portland

Andre R. Hemond, Guidance Counselor, South Portland High School, South Portland

Janet Hennigar, Parent, South Portland

Carole E. Ireland, Business, Personnel Technician, City of Portland

Darrell L. Johnston, Math Teacher, Mahoney Junior High School, South Portland

Pearl B. Kinney, Home Economics Teacher, South Portland High School, South Portland

Richard A. Kinney, Guidance Counselor, South Portland High School, South Portland

Blanche Mack, Career Resource Center Coordinator, South Portland High School, South Portland School System

Estelle Maillet, Art Teacher, South Portland High School, South Portland

Peter G. McKenney, Industrial Arts Department Chairman, South Portland High School, South Portland

Anthony P. Mezoian, Guidance Counselor, Memorial Junior High School, South Portland

Carlton D. Miller, Commercial Department Chairman, South Portland High School, South Portland

Marie Mountain, Student, South Portland High School, South Portland

John Polito, Specialist, salaried relations, General Electric Company, South Portland

Earl Ramsay, Economics Teacher, South Portland High School, South Portland

Kendall E. Reed, Business, Personnel Officer, Casco Bank and Trust Company, Portland

Ruth Roberts, Elementary Curriculum Coordinator for Career Education, South Portland School System

Mary Lou Santerre, Student, South Portland High School

Katherine H. Schmidt, Senior High Curriculum Coordinator, South Portland School System

Connie Scully, Student, South Portland High School

Alice E. Sharpe, Assistant Director for Employee Education, Maine Medical Center, Portland

Kenneth L. Skelton, Jr., Student, South Portland High School

Stephanie Smith, General Employment Specialist, Fairchild Semiconductor, South Portland

Theodore S. Sotiriou, Junior High Career Education Curriculum Coordinator, South Portland School System

Lawrence L. Woodward, English Teacher, Memorial Junior High School, South Portland

INSTITUTE STAFF

Arthur O. Berry, Director, Vocational Technical Education, University of Maine at Portland-Gorham, Gorham

Frederick E. Freise, Assistant Director, REVAMP, South Portland School System

George H. MacLeod, Assistant Superintendent of Schools, South Portland

BUSINESS-INDUSTRY VISITATION PARTICIPANTS

In order to provide relevance to the Career Education program, career clusters as identified by the United States Office of Education provided the basis for visitations. The following were visited by workshop participants. Where two companies are identified, participants were grouped. The smaller group visited and reported to the larger group at the follow-up sessions.

Individuals named served as contacts and resource personnel for the Career Guidance Institute.

PUBLIC SERVICE

New England Telephone and Telegraph Company
Ann McDonald, Employment Office Manager
Diane Boissonneault, Administrative Supervisor, Affirmative Action

MANUFACTURING

General Electric Company
Jack Vanselow, Manager of Employee and Community Relations
John Polito, Specialist, Salaried Relations
Fairchild Semiconductor
Stephanie Smith, General Employment Specialist

COMMUNICATIONS

Guy Gannett Publishing Company
Jeff Marshall - Newspaper, Assistant General Manager
Amory Houghton, Business Manager
Bob Dow - Radio/TV, Station Manager for Radio

BUSINESS AND OFFICE CAREERS

Union Mutual Life Insurance Company
Bill Richards, Personnel Administration
Phyllis Kenniston, Vice President, Data Processing Management
Casco Bank and Trust Company
Kendall Reed, Personnel Officer
Maine Savings Bank
Marilyn Allen, Personnel Manager

GOVERNMENT

South Portland City Hall
Ronald Stewart, City Manager
Portland City Hall
Carole Ireland, Personnel Technician
John Bubier, Assistant to the City Manager, Special Projects

MARKETING AND DISTRIBUTION

Hannaford Brothers Company
David Dillman - Director of Personnel
Jordan Marsh
Glenn Ivey, Director of Personnel

TRANSPORTATION

St. Johnsbury Trucking Company
Leon Webber, Terminal Manager
Maine Central Railroad
Brad Peters, Public Relations

CONSTRUCTION

W. H. Cunningham
Earl Rhoda, General Superintendent

HEALTH

Maine Medical Center
Charles Huff, Director of Personnel
Joe Cobb, Public Relations
Alice Sharpe, Assistant Director for Employee Education

EDUCATIONAL FACILITIES

Southern Maine Vocational Technical Institute
Joseph DeCourcey, Dean of Students
University of Maine at Portland-Gorham
Bill Mortensen, CED Director
South Portland School System
(covered by work sessions)

DISADVANTAGED NEIGHBORHOOD

Portland
John Culloton, Portland Chamber of Commerce, NAB Metro Director
John Bubier, Assistant to the City Manager, Special Projects
Frank Amoroso, Director of Youth Aid and Community Relations, Portland Public Safety Headquarters

ADVISORY COMMITTEE

REPRESENTING	NAME AND TITLE
Education	George H. MacLeod, Director, REVAMP Frederick Freise, Assistant Director, REVAMP Carolyn Corcoran, Director, Curriculum and Instruction, Elementary Schools, South Portland Public Schools Carl Miller, Department Chairman, Business Education, South Portland High School William Mortenson, Director, CED, UMPG Joseph DeCourcey, Dean of Students, SMVTI Mary Lou Santerre, Student
Parents	Carolyn Murphy, Manager, Casco Bank and Trust Company, Cape Elizabeth
Civic Group	James Doughty, South Portland-Cape Rotary, Vice President and Treasurer, Blake, Hall and Sprague Insurance Company
Labor	Allen P. St. Pierre, Business Representative for International Association Machinists Thomas Curtis, Manpower Field Coordinator, Associated General Contractors of Maine
Business	Diane Boissonneault, Administrative Supervisor, Affirmative Action, New England Telephone John Baird, President, American Hoist and Derrick Company

APPENDIX

APPENDIX A

INFORMATION DESIRED FROM EMPLOYERS

Company structure

How are job openings made known?

Who is contact person for a job inquiry?

Employment application procedures

Application form

Testing and evaluation procedures

Kinds of jobs available

Career ladders

Opportunities for advancement

Evaluation of employees

Job descriptions

Brochures on company

Company benefits

Brochures on pay rates, schedules, incentives (tuition assistance)

Human resources available to education - What will industry or business supply?

Library resource materials (training films, etc.)

Potential summer employment for teachers

Academic and skill requirements of potential employees

Weakness you see in education

Hiring and practices regarding disadvantaged

Equal opportunity plan

Annual statement

How much profit made by company?

APPENDIX B

BUSINESS-INDUSTRY TOURS
Information Guide

1. Overview of Company Operations

   a. Briefly identify the main functions of your business or industry.

   b. Briefly discuss your company's future and its potential for growth.

2. Employment Needs and Requirements - General

   a. Describe the occupations which are found in your company.

   b. What are your recruitment and employment practices.

   c. Describe the minimum job requirements, wages, educational requirements for each occupational area.

   d. Explain how your employment applications are screened and any pre-employment tests used.

   e. Relate your employment requirements to the general understandings and basic skills of a secondary school graduate. What are strengths and weaknesses of the high school graduate?

3. Employment of Economically Disadvantaged

   a. Indicate the percentage of your employees who are from minority groups. Disadvantaged?

   b. Indicate how you recruit from high schools in disadvantaged areas. Discuss any employment advantages offered to those youth.

   c. Review your employment procedures and practices. Do they contain any elements which would be difficult for disadvantaged youth to meet? References, etc.

   d. Describe the present employment outlook for youth, in particular disadvantaged.
      1) In what areas do needs exist?
      2) Part-time jobs
      3) Future employment trends

   e. Relate potential job advancement to the disadvantaged.

4. Orientation and Training of New Employees

   a. Discuss orientation procedures for new employees.

   b. Discuss on-the-job training activities.

   c. Discuss incentives and other training programs for employee up-grading.

5. Articulation Between Business-Industry and Schools

   a. Discuss specific ways a counselor or teacher can assist high school graduates and/or dropouts to gain employment with your firm.

   b. Suggest provisions and procedures for continuing a meaningful relationship between counselors and your firm.

APPENDIX C

Pre-Post Test Questionnaire

This institute is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators, businessmen, and the community. Listed below are questions related to areas which will be discussed during the activities of the institute. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?

   0 1 2 3 4 5 6 7 8 9 10

2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

5. Indicate the degree of your present knowledge about distressed and disadvantaged areas in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

6. To what extent are you aware of the attitudes of the disadvantaged toward gainful employment?

   0 1 2 3 4 5 6 7 8 9 10

7. To what extent are you aware of the attitude of employers toward employment of the disadvantaged?

0 1 2 3 4 5 6 7 8 9 10

8. To what extent is the community attuned to the needs of non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

9. To what extent is the administration of your school system attuned to the needs of the non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree to which you understand the educator's role in working with non-college bound youth.

0 1 2 3 4 5 6 7 8 9 10

11. To what extent are the teachers in your school system committed to providing relevant education for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

12. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

13. Indicate the degree of your present understanding of Career Education or the Career Education Concept.

0 1 2 3 4 5 6 7 8 9 10

14. Indicate the degree to which you are familiar with the dictionary of occupational titles and Career Clusters.

0 1 2 3 4 5 6 7 8 9 10

15. Indicate to what extent Career Education has been introduced to the secondary classes in your school system.

0 1 2 3 4 5 6 7 8 9 10

16. Indicate to what extent you are familiar with Career Education programs available in the schools of Greater Portland.

0 1 2 3 4 5 6 7 8 9 10

17. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

0 1 2 3 4 5 6 7 8 9 10

18. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

19. Indicate the degree of your positive feelings about completing this questionnaire.

0 1 2 3 4 5 6 7 8 9 10

APPENDIX D
SAMPLE

FEEDBACK INFO

WORKSESSION

Session #5 February 7, 1974

The following statements reflect some views about the worksession. Please respond to these statements by circling the response which best reflects the extent to which you agree or disagree.

I. CONTENT

1.	The face to face discussion with personnel representatives of South Portland and Portland provided a realistic appraisal of their employment needs and opportunities.	SA A U D SD
2.	The group reactions gave me greater insights into careers for non-college bound students.	SA A U D SD
3.	The discussion session clarified my understanding of career opportunities in the public service/government area.	SA A U D SD
4.	I am more aware of the processes, procedures, and requirements related to employment by the Cities of South Portland and Portland.	SA A U D SD
5.	The tour and the worksession provided insight into educational needs necessary for employment.	SA A U D SD
6.	The orientation to Union Mutual gave me an overview of the next tour and what to look for.	SA A U D SD
7.	The session was interesting enough to hold my attention.	SA A U D SD

II. INSTRUCTION

1.	Group involvement provided enthusiasm for the subject.	SA	A	U	D	SD
2.	The variety of approaches used provided for more participant involvement.	SA	A	U	D	SD
3.	The vocabulary used was confusing.	SA	A	U	D	SD
4.	Too much info was covered.	SA	A	U	D	SD

III. How could the tour or worksession have been improved?

_____

_____

_____

_____

_____

IV. What specific new knowledges did you gain from the tour and worksession?

_____

_____

_____

_____

_____

V. COMMENTS:

APPENDIX E

GROUP PRESENTATION

Outline of Points to Cover

1. Describe purpose of company or organization.
2. Describe your tour (where you started, areas or departments visited, and function of each).
3. Careers identified
4. Employment opportunities
5. Orientation, in-house training, incentives
6. Educational needs of potential employees
7. Implications for education

Composite Listing

EDUCATIONAL NEEDS

Below are listed educational needs as identified through business-industry tours, by speakers, and by participants in the Career Guidance Institute:

- Typing - office skills
- Appearance - clothing for job
- Develop self confidence
- Spelling
- Confidentiality stress
- Self-starter
- Getting along with people
- Basic math - percentages
- Punching time clocks
- Stress to students - need for education
- Provide more actual exposure to careers
- Part-time try-out experience
- Teachers serve as examples
- Understanding of unions
- Interviewing techniques
- Establish realistic career goals
- Involve parents in school
- Make subjects relevant to careers
- Common sense
- Make academic courses relevant (This doesn't mean vocational)
- Courses in social living
- Pride in one's self
- Use business and industry more
- Management-employee relations
- Group dynamics
- Oral expression
- Honesty
- How to apply for a job
- Read and spell well
- Self discipline (shortcoming of new employees)
- Decision-making skills
- Know jobs and make application for specific job
- Lack of discipline
- Sense of responsibility
- Willingness to work
- Prepare youngsters to take oral exams
- Attitudes
- Human relation skills
- Working as a team
- Need skills to live in society
- Absenteeism
- Work habits
- Part-time experiences
- Reading skills
- Math - basic and practical
- Acceptance of responsibility
- Employers' expectations
- Communication skills
- Obligations to employer
- Trucking vocabulary
- Articulation
- Self confidence
- Sense of humor
- Role-playing roles to give actual involvement
- Experience in making out job applications

The South Portland Career Education Project

CAREER GUIDANCE INSTITUTE

Hereby Certifies that

_____

has successfully completed the requirements for

IE. 530 PRACTICUM-VOCATIONAL GUIDANCE

Conducted by the University of Maine Portland-Gorham

_____ _____

Date

EC 109 223

The South Portland Public School System

Hereby Commends

_____

for contributing to programs in

CAREER EDUCATION

_____ _____

Date

FOR FURTHER INFORMATION CONTACT:

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SOUTH PORTLAND, MAINE 04106